

## Catholic Social Justice Teaching

**WebQuest Description:** The purpose of this WebQuest is to direct U.S. history students through one of a series of social justice issues that plague the U.S. and/or the world. The students will pick issues they want to research before breaking into groups. Each group will then go through one of the issues found in this WebQuest and present their findings to the class.

**Grade Level:** 6-8

**Curriculum:** Social Studies

**Keywords:** Social Justice, Civil Rights, Human Rights

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### Introduction

"When will our consciences grow so tender that we act to prevent human misery rather than avenge it?" –Eleanor Roosevelt  
Social justice and basic human/civil rights are the rights of all humans.&nbsp; Sadly, the world is full of prejudiced practices.&nbsp; Many of those injustices, such as the right to healthcare, the right to a living wage, and racism within the criminal justice system, can be found right here in the United States.&nbsp;&nbsp; It is our job as citizens, not just of the United States, but of the human race, to make ourselves aware of these issues and to work to eradicate them from the face of the earth.&nbsp; One way to do that is to study these issues and compare them to successful movements in history, such as the American Civil Rights Movement.&nbsp; We must look at what the world and our own community is doing to solve these problems and bring justice to everyone, just as did the Martin Luther King and thousands of other men and women in the Civil Rights Movement. "We've got to take back the ideal of justice, we've got to take back this principle of human dignity. We've got to take it back from vengeance, from hatred, we've got to say: look, we're all in this together. We are human beings."—David Kaczinski  
"You cannot make yourself feel something you do not feel, but you can make yourself do right in spite of your feelings."—Pearl Buck  
"Never doubt that a small group of thoughtful committed citizens can change the world - indeed it is the only thing that ever does."—Margaret Meade  
&nbsp;

### Tasks

You will be divided into groups of three and will research one of several social justice/civil rights issues occurring in the world today (your topic and group will be decided in class).&nbsp; 7th Grade will focus on Bullying. Everyone in your group is expected to participate in the presentation and the research. Your group will present to the class, in a three&nbsp;to five minute presentation, your social justice issue.&nbsp; You will need to answer these major questions in your presentation: What is it?&nbsp; Why is it important?&nbsp; Who does it affect?&nbsp; What are our individual responsibilities on this issue?&nbsp; What lessons can we take from the American Civil Rights Movement when trying to fight this injustice?&nbsp; Finally, you need to make a poster or Power Point presentation with images and statistics that represent the issue you are presenting. These images and statistics can be pulled from the websites found within this WebQuest, or they can come from outside research.&nbsp; They should depict the severity of the injustice and the progress that is being made, if any.&nbsp; They should also show what can be done to help alleviate the injustice.&nbsp; You want to make the audience care about this discrimination and want to work to end it. You will be given class time to work on these projects but do need to be prepared to either work some outside of class, and/or to bring in images for your presentation.&nbsp;

### Process

Your first responsibility is to review the Catholic&nbsp;Social Justice Teaching power point that is attached below. Make sure you take notes on the power point. There will be a test on these issues and themes. The power point can be accessed throughout this lesson. You will be&nbsp;divided into groups of three and be assigned&nbsp;the issue your group will research.&nbsp; Your next step is to read through this WebQuest, and looking through the web links listed under the issue your group is assigned.&nbsp; While looking at these links, search for images, quotes, statistics, and any other information you can find to help you define the issue, show its importance, why it is a problem, and how we can work to overcome it.&nbsp; After collecting all the information you want and need, you will organize this information into a presentation and a poster or PowerPoint to go along with your groups lecture.&nbsp; You will be given more class time to work on this part of the presentation, although that time will be minimal.&nbsp; Finally, once all of your information is put together in a presentable fashion, your group will present the social justice/civil rights issue at hand and explain to us 1) why it is a problem, 2) what we can do about it, and 3) what lessons we can take from the American Civil Rights Movement in working to stop this injustice. Below you will find a set of links that should work for most all of your topics.&nbsp; Below that are sets of links that are topic specific.&nbsp; Go through the all-purpose links and then research the links of your group's topic. Finally, you should Google your topic for any additional information you may want or need.&nbsp; Do NOT use Wikipedia.

&nbsp;All Purpose:

When you reach these pages, see what is available on their home page, and then type your topic into the website's search engine.

&nbsp;Child Labor and Sweat Shops:

Child Labor Coalition: <http://www.stopchildlabor.org/>

Child Labor Project: <http://www.childlaborphotoproject.org/childlabor.html>

Co-op America: <http://www.coopamerica.org/programs/sweatshops/>

AFL-CIO: <http://www.aflcio.org/corporatewatch/stop/>

Global Exchange: <http://www.globalexchange.org/campaigns/sweatshops/>

United Students Against Sweatshops: <http://www.studentsagainstsweatshops.org/>

World Bank Global Child Labor Program:

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALPROTECTION/EXTCL/0,,menuPK:390559~pagePK:149018~piPK:149093~theSitePK:390553,00.html>

Living Wages:

Employment Policies Institute: [http://www.epionline.org/index\\_lw.cfm](http://www.epionline.org/index_lw.cfm)

Living Wage Campaign: <http://www.livingwagecampaign.org/>

Let Justice Roll: <http://www.letjusticeroll.org/>

ACORN: <http://www.acorn.org/index.php?id=2668>

News Article: <http://www.commondreams.org/headline/2009/04/15-3>

Healthcare:

Universal Health Care Action Network: <http://www.uhcan.org/>

Wise Geek: <http://www.wisegeek.com/what-is-universal-health-care.htm>

Right to Healthcare: <http://www.righttohealthcare.org/>

National Health Care for the Homeless Council: <http://www.nhchc.org/humanright.html>

Council on Foreign Relations: <http://www.cfr.org/publication/13325/#1>

Poverty:

Poverty: <http://www.poverty.com/>

Global Issues: <http://www.globalissues.org/issue/2/causes-of-poverty>

The Heritage Foundation: <http://www.heritage.org/Research/Welfare/bg1713.cfm>

Institute for Research on Poverty: <http://www.irp.wisc.edu/>

Women's Rights:

National Organization for Women: <http://www.now.org/>

American Association for Affirmative Action: <http://www.affirmativeaction.org/>

Coalition of Labor Union Women: <http://www.cluw.org/>

Equality Now: <http://www.equalitynow.org/english/index.html>

Global Fund for Women: <http://www.globalfundforwomen.org/cms/>

NY Times Article: [http://www.nytimes.com/2009/04/16/world/asia/16afghan.html?\\_r=1&hp](http://www.nytimes.com/2009/04/16/world/asia/16afghan.html?_r=1&hp)

Right to an Equal Education:

Center for American Progress: <http://www.americanprogress.org/issues/2008/06/comparability.html>

Equal Education Act: <http://www.maec.org/laws/eeo.html>

U.S. Dept. of Education: <http://www.ed.gov/about/offices/list/ocr/eeolep/index.html>

Equality & Education: <http://www.equaleducation.org/>

ERIC:

[http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_&ERICExtSearch\\_Search](http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_Search)

Value\_0=EJ759633&ERICExtSearch\_SearchType\_0=no&accno=EJ759633

Death Penalty (U.S.):

Death Penalty Information Center: <http://www.deathpenaltyinfo.org/>

Death Penalty Focus: <http://www.deathpenalty.org/>

NCADP: <http://www.ncadp.org/>

Links to pro and anti death penalty organizations from the University of Alaska: <http://justice.uaa.alaska.edu/death/procon.html>

Criminal Justice (U.S.):

Department of Justice: <http://www.ojp.usdoj.gov/bjs/prisons.htm>

Prison Policy Initiative (Resources page): <http://www.prisonpolicy.org/research.html>

World Prison Population List: <http://www.kcl.ac.uk/depsta/law/research/icps/downloads/world-prison-population-list-2005.pdf>

Daily Emerald (Editorial/Opinion)&nbsp;:

<http://media.www.dailyemerald.com/media/storage/paper859/news/2008/03/04/Opinion/Prison.Statistics.Call.U.s.s.Priorities.Into.Question-3250021.shtml>

&nbsp;Right to Die:

Compassion & Choices: <http://www.compassionandchoices.org/>

Final Exit Network: <http://www.finalexitnetwork.org/>

Oregon Death with Dignity Act: <http://www.oregon.gov/DHS/ph/pas/index.shtml>

<http://www.oregon.gov/DHS/ph/pas/faqs.shtml>

Death with Dignity: <http://www.deathwithdignity.org/resources/courts.asp>

<http://www.deathwithdignity.org/press/internat.asp>

Right to Self-Defense:

NY Times Article: <http://www.nytimes.com/2006/08/07/us/07shoot.html>

CSM Article: <http://www.csmonitor.com/2006/0224/p02s01-usju.html>

Analysis of Supreme Court Ruling: <http://www.scotusblog.com/wp/analysis-defining-a-right-of-self-defense/>

Use of Force: <http://www.useofforce.us/>

Oregon v. Sandoval: <http://www.publications.ojd.state.or.us/S53457.htm>

Oregon Law: <http://www.leg.state.or.us/ors/161.html>

Other Issues are able to be selected with teacher permission&nbsp;:

## Evaluation

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	25%
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	40%
Graphics	Student uses superfluous graphics or no graphics.	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	25%
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	10%
				Total Score	100%

## Conclusion

You have now concluded your research and should be ready to put together the information you and graphics you have found into an organized manner and prepare to present your new found knowledge to the class. Good luck on your presentations!

## Teacher Page

**Focus:** This WebQuest focuses student research in studying Catholic Social Justice and civil rights issues. The students use this WebQuest to guide their research into contemporary social justice issues.

**Objectives/Goals:** The goal is for students to understand that social justice and civil rights movements facing the United States, their community, and often the world as a whole exist today. Furthermore, the assignment helps them to develop critical analysis and reading skills as they must decipher what information from the websites is prevalent and what is not. Finally, the presentation gives them the chance to work on their public speaking skills and their artistic skills when designing their Power Point or poster.

**Resources:** Time allotted 3-4 days (classes are 40 minutes each). One to look at the array of social justice issues facing us today, to pick the top issues in which the class is most interested, and to pick groups and group topics. The second will be spent going through this WebQuest. A third day, or part of a third day, will be given to the students to work in class to finalize their presentation and its materials. Finally, the fourth day will be given to presentations themselves. It should be noted, however, that this assessment wraps around the central portion of the unit, giving students ample time to do the WebQuest in class and prepare for their presentations.

**Credits:** It is my hope that all of the weblinks in this WebQuest exist and are updated by the many great organizations that strive to uphold social justice and civil rights around the world. The greatest respect and thanks goes to them.

### Standards

### Credits

### Other